

# TITLE I, PART C PRIORITY FOR SERVICE (PFS)

## Why is PFS important for local Migrant Education Programs?

Michigan Department of Education  
Special Populations Department Conference  
September 17, 2012

Frank Garcia, Migrant Education Consultant  
Michele Mattson, Director-Hart Public Schools



# Session Goals and Objectives

- Fully understand federal legislation regarding Priority for Service
- Fully understand the SEA's responsibility in defining statewide criteria Priority for Service
- Gather input from audience on criteria indicators
- Review and modify current Priority for Service checklist



# STATUTARORY REQUIRMENTS

Title I, Part C Sections 1304 (d)

- In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.



# Essentials

- ...Each recipient of such funds **SHALL GIVE PRIORITY** TO MIGRATORY CHILDREN WHO ARE...
- The number of PFS students does impact local MEP's budget



# FLEXIBILITY IS ALLOWED TO SEAs in...

- ...migratory children who are failing
- ...or most at risk of failing to meet the State's challenging State academic content standards and challenging State academic achievement standards...
- ...and whose education has been interrupted during the regular school year.



# WHO DETERMINES PRIORITY FOR SERVICES CRITERIA?

## *Non-Regulatory Guidance – October 2010*

- State Education Agencies (SEAs) must establish and implement appropriate procedures to identify and target services to migrant children who meet the priority for services requirements.
  - The SEA should examine students' academic performance within the past 12 months on the State assessment.
  - ...the SEA may use other relevant information, like local academic assessment data or the degree to which the child is subject to multiple risk factors (e.g., being retained in grade/overage for grade, eligible for free/reduced price lunch, limited English proficient) *[in absence of or including State assessments]*



# Can a State consider children ages 3-5 ...for Priority for Service?

- OME 07/17/2012 Q & A
  - “Although the NRG focuses on children enrolled in school, OME believe that States may identify OSY and preschool age children (age 3-5) as PFS if the State’s Comprehensive Needs Assessment concludes that pre-school children and OSY have some of the greatest needs statewide.” ...
  - “The State should develop a process for determining under which circumstance an OSY or pre-school child qualifies for PFS.”

# ACTIVITY

- List possible indicators that could be used to identify children 3-5 and OSY as PFS. (5 minutes)
- With your neighbor share your indicators that could be used to identify children 3-5 and OSY as PFS. (5 minutes)
- Group discussion on “questionable” indicators that could be used to identify children 3-5 and OSY as PFS. (5 minutes)





# WHAT DOES EDUCATIONAL INTERRUPTION MEAN?

*Non-Regulatory Guidance – October 2010*

- “Educational interruption” means that a student, in the preceding 12 months, changed schools or missed a “significant” amount of school time (e.g., ten days or more) during the regular school year (usually defined as September through June) due to the child’s or family’s migrant lifestyle.

# WHAT DOES EDUCATIONAL INTERRUPTION MEAN?

*Non-Regulatory Guidance – October 2010*

- OME 07/17/2012 Q & A
  - It is the SEA's responsibility to clearly define the types of situations that constitute educational interruption as a result of the migrant lifestyle and to communicate these to local operating agencies so that staff apply them consistently on a statewide basis.



# ACTIVITY

- List scenarios that could justify an educational interruption due to the child's or family's migrant lifestyle. (5 minutes)
- With your neighbor share your scenarios and agree on “non-questionable” scenarios or criteria. (5 minutes)
- Group discussion on “questionable” scenarios or criteria. (5 minutes)



# CAN THE EDUCATIONAL DISRUPTION BE OUTSIDE OF THE REGULAR SCHOOL YEAR?

- OME 07/17/2012 Q & A
  - “SEAs should use multiple data sources to best determine who meets the definition. If an SEA uses a qualifying move to identify which students experience educational interruption, it should use data sources such as those ...to determine which students are failing or at risk of failing to meet the State’s standards.
  - *Does poverty have an impact of the success or at risk of failing in a child’s academic success?*



# ACTIVITY

- Review current PFS checklist
- Discussion on today's presentation potential improvements to the current checklist
- Record input



# FINAL OUTCOME

- Form a work group to finalize PFS Checklist
- Have revised PFS Checklist by March 1, 2013
- Statewide implementation of PFS Checklist by March 2, 2013
- Random review of PFS Checklist during On-Site Reviews

